



## St James Elementary

9711 St. James Road  
Myrtle Beach, SC 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	757 Students	
<b>Principal</b>	Mary Beth Heath	843-650-8220
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Average
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

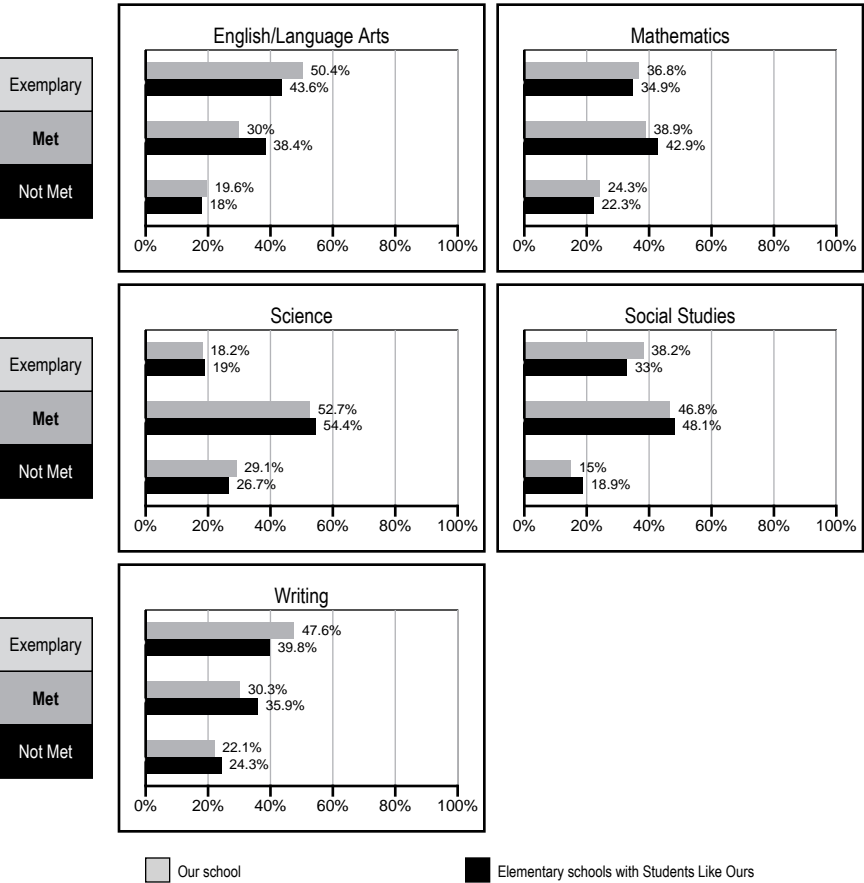
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	29	43	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=757)</b>				
First graders who attended full-day kindergarten	72.4%	Down from 96.7%	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.8%	1.9%
Attendance rate	95.4%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	18.6%	Down from 21.5%	14.2%	10.0%
With disabilities other than speech	8.1%	Down from 8.9%	7.3%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	46.7%	Down from 50.0%	61.3%	59.4%
Continuing contract teachers	71.1%	Down from 72.7%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.6%	Up from 75.1%	88.5%	85.9%
Teacher attendance rate	95.2%	Up from 93.9%	95.3%	95.1%
Average teacher salary*	\$49,128	Up 3.3%	\$47,777	\$47,149
Professional development days/teacher	22.3 days	Up from 21.0 days	11.5 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.4%	Down from 89.0%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,784	Up 30.2%	\$6,977	\$7,458
Percent of expenditures for instruction**	66.6%	Down from 69.9%	69.1%	68.8%
Percent of expenditures for teacher salaries**	46.7%	Down from 64.0%	63.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The year 2008-09 was an outstanding year at St. James Elementary. We have found students eager to perform in areas of academic and personal excellence: 40 students qualified for the Duke Tip Program; 25 students qualified for Johns Hopkins Talent Search Program; 39 students received the Silver President's Education Award; and 38 students received the Gold President's Education Award. We continue to expand our programs in technology, instruction, and assessment. Our teachers challenge students as well as themselves. Our teachers continue to excel by integrating technology in their lessons. Some of our programs include after-school fine arts and service learning projects through organized student groups. We also chartered our first year of National Honor Society for Elementary Students. Lesa Carlisle was our Teacher of the Year. St. James Elementary sponsored a trip to Florida to study the manatees and their habitat. Other opportunities for students included Dolphin Council, Library Assistants, and Winter Youth Basketball. The PTA sponsored Fall Festival and sold discount cards to finance school improvement to our Fine Arts Department and to purchase additional classroom materials. St. James Elementary continues to be a vital part of a vigorous and growing community. Mary Beth Heath, Principal; John A. Glover, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	114	54
Percent satisfied with learning environment	97.5%	89.5%	94.4%
Percent satisfied with social and physical environment	100.0%	81.1%	88.9%
Percent satisfied with school-home relations	100.0%	90.0%	90.7%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	363	99.7	19.6	30	50.4	86.6	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	173	100	23.4	36.1	40.5	81.6	83.4	79.3	N/A	N/A
Female	190	99.5	16.2	24.6	59.2	91.1	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	290	100	15.6	30.9	53.5	89.1	91	89.5	Yes	Yes
African American	43	100	47.2	16.7	36.1	69.4	74.8	73.7	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	13	100	9.1	45.5	45.5	90.9	78.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	70.2	19.1	10.6	46.8	63.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	158	100	32.6	31.9	35.5	78	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	363	100	24.3	39.1	36.7	82.2	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	173	100	25.9	39.2	34.8	79.1	81.9	77	N/A	N/A
Female	190	100	22.8	38.9	38.3	85	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	290	100	21.5	38.2	40.4	85.8	89.2	87.2	Yes	Yes
African American	43	100	47.2	33.3	19.4	55.6	68	66.7	I/S	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	13	100	9.1	72.7	18.2	90.9	78.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	74.5	19.1	6.4	38.3	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	158	100	36.9	39.7	23.4	70.2	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	239	100	29.1	52.7	18.2	70.9	73.1	67.5
<b>Gender</b>								
Male	118	100	33	46.2	20.8	67	72.2	67
Female	121	100	25.4	58.8	15.8	74.6	73.9	68
<b>Racial/Ethnic Group</b>								
White	192	100	25.1	54.7	20.1	74.9	80.8	79.5
African American	29	100	60	36	4	40	51.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	41	100	70.6	23.5	5.9	29.4	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	108	100	40.6	45.8	13.5	59.4	64.3	55.1

**Social Studies**

All Students	237	100	15.4	46.6	38	84.6	76.4	72.3
<b>Gender</b>								
Male	110	100	16.8	44.6	38.6	83.2	75.6	71.5
Female	127	100	14.2	48.3	37.5	85.8	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	192	100	12.7	46.4	40.9	87.3	82.4	80.7
African American	27	100	13	60.9	26.1	87	59.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	36	100	38.7	51.6	9.7	61.3	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	100	100	21.1	54.4	24.4	78.9	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	361	99.5	21.8	30.4	47.8	78.2	76.3	70.2	95.4	96
Gender										
Male	173	100	28.1	36.9	35	71.9	69.4	63.2	95.4	96
Female	188	98.9	16.2	24.6	59.2	83.8	83.3	77.5	95.3	96.1
Racial/Ethnic Group										
White	288	100	18.4	32.1	49.5	81.6	82.4	79.1	95.2	95.7
African American	42	97.6	40	22.9	37.1	60	59.4	57.6	96.3	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	83.1	86.2	96.3	97.2
Hispanic	14	100	25	25	50	75	67.7	62.6	96	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.3	68.7	97	95.4
Disability Status										
Disabled	51	100	78.3	10.9	10.9	21.7	34.2	26.1	95	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.6	61.2	96.4	97.1
Socio-Economic Status										
Subsidized meals	156	99.4	31.9	32.6	35.5	68.1	68.2	58.9	95.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	126	99.2	23.9	20.5	55.6	76.1
	4	113	100	25.2	27.2	47.6	74.8
	5	124	100	10.3	41.9	47.9	89.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	126	100	36.4	32.2	31.4	63.6
	4	113	100	22.3	34	43.7	77.7
	5	124	100	13.7	50.4	35.9	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	37.3	52.5	10.2	62.7
	4	113	100	26.2	49.5	24.3	73.8
	5	63	100	25.9	58.6	15.5	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	63	100	23.7	40.7	35.6	76.3
	4	113	100	14.6	47.6	37.9	85.4
	5	61	100	8.5	50.8	40.7	91.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	126	99.2	29.1	17.1	53.8	70.9
	4	113	100	22.6	32.1	45.3	77.4
	5	122	99.2	13.8	42.2	44	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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